



Alaska Measures of Progress Training Building Test Coordinators 2015

Preparing College, Career, &
Culturally Ready Graduates



Establish a positive and secure testing environment for all students in your school.

- Understand the purpose and timeline of the AMP assessments.
- Read the District Test Coordinator Manual.
- Talk with students and staff in a positive, honest manner about the assessment and the process.
- Establish predictable, supportive and standardized procedures for test administration.

AMP

ALASKA MEASURES
OF PROGRESS

**Find out how
much you've
grown!**

The new state
assessment that
shows your progress
towards the
Alaska standards.

MARCH
30

MAY
1

Talk to your principal or
district test coordinator
for more information.

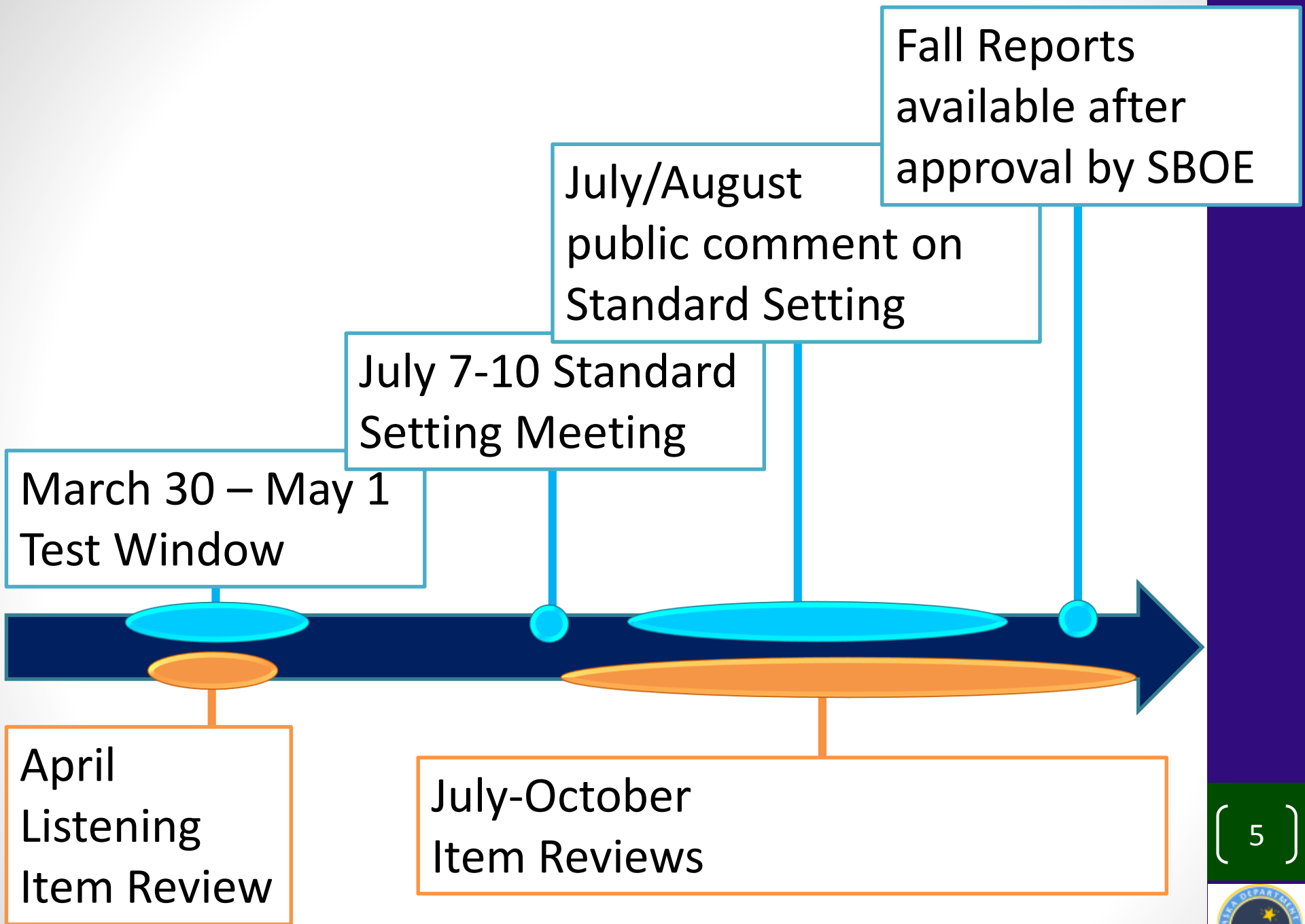
[www.eed.state.ak.us/
akassessments](http://www.eed.state.ak.us/akassessments)

Comprehensive System of Student Assessment

4 AAC 06.700. Purpose

Statewide student assessment is one component in a system to measure and make accountable the state education system. The purposes of statewide student assessment specifically are to

- (1) ascertain on a statewide basis the extent to which children of the state are attaining state standards as described in 4 AAC 06.737;
- (2) produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and
- (3) provide a focus for instructional improvement.



When will districts receive AMP results?

- Test window: March 30-May 1, 2015
- AAI will immediately begin analyzing the results
- Standard setting: July 7-10
- Proposed cut scores presented to State Board in July, followed by public comment
- Proposed cut scores up for adoption at September Board meeting
- *TENTATIVE*: Students, school and district reports sent to districts in October 2015

AMP, ASPI and Star Ratings, AMO Targets

No comparison can be made between the SBA and AMP data.

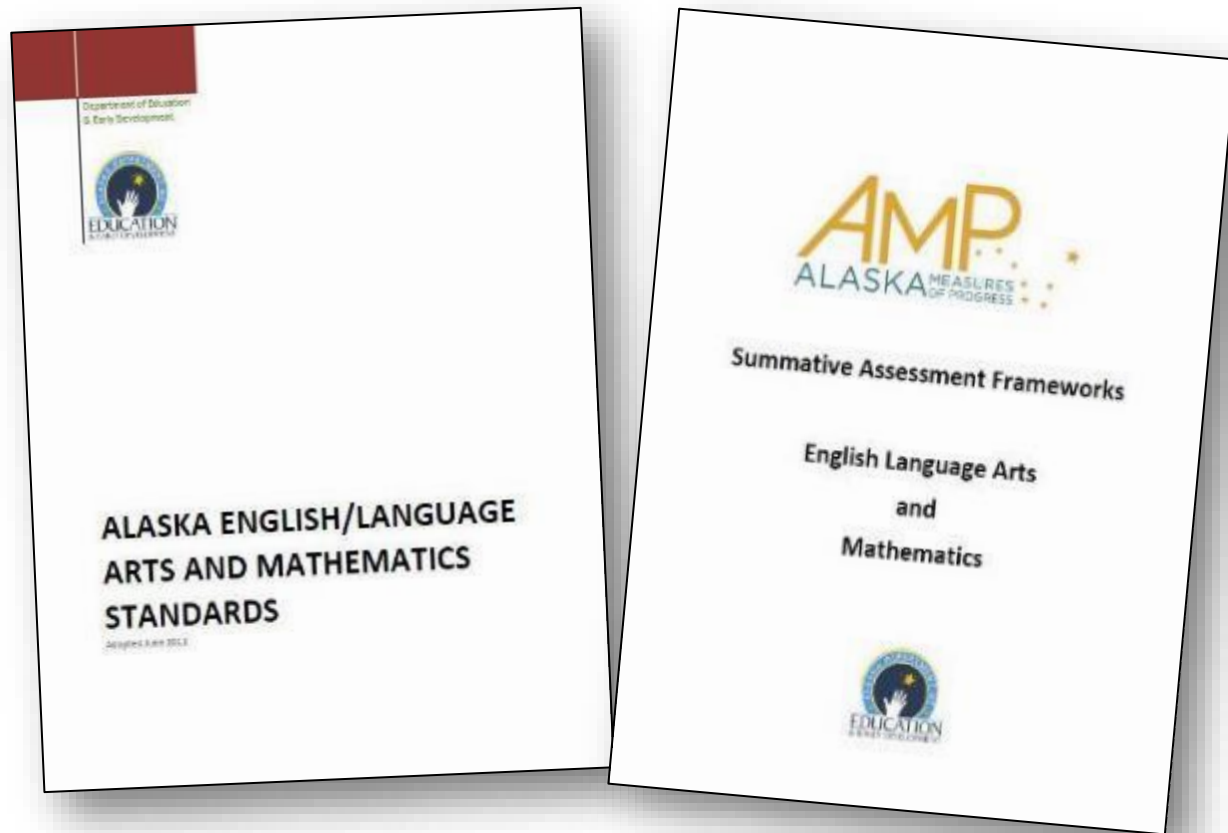
- Therefore, school progress cannot be calculated in 2014-2015. Note: school progress is the largest component of ASPI (40 percent of K-8 and 9-12).

Pending state board and USDOE approval:

- EED intends to pause 2013-2014 ASPI star ratings;
- A new AMO baseline will be set with year 1 AMP data.

Summative Assessment Framework

Understanding of the link b/w standards,
assessment, instruction



Summative Assessment Framework

- Organizes the standards around big ideas.
- Describes specific skills required of students.
- Provides an overview of the assessment for each grade, using tables to identify Claims, Targets and Evidence Statements.
- Forms a bridge between standards, assessment and instruction.

AMP

ALASKA MEASURES
OF PROGRESS



All District Test Coordinator and Building Test Coordinators are required to read the following documents:

- DTCM: District Test Coordinator Manual
- TAD: Test Administration Directions
- PG: Participation Guidelines
- Handbook for the PG

These documents are found on the EED website behind the purple star.

AMP Assessment Overview



Read DTCM pages 6-8

Assessment Development Timeline

Benchmark Interim Assessments (Fall, Winter)

Testlets (Assessments for Learning)

Technology Practice Tests

2014-15

2015-16

2016-17

Summative, fixed form

**Machine scored
multiple choice and
technology enhanced
items**

Summative, fixed form

**Field test: listening,
essay, math
constructed response**

Summative, adaptive

**Operational:
listening, essay, math
constructed response**

AMP Window

March 30 – May 1

Test students as early as possible within the window

2015 AMP

- Fixed form assessment (does not adapt)
- Multiple choice and technology enhanced items (no keyboarding, no essay, no constructed response math item)

English Language Arts

- Reading
- Writing
- Listening

Math

- Concepts & Procedures
- Problem Solving
- Communicating & Reasoning
- Modeling & Data Analysis

25 Questions

15 Questions

15 Questions

15 Questions

**Four sections
per content
assessment**

**Approx. 2 ½ hours
per content
assessment**

25 Questions

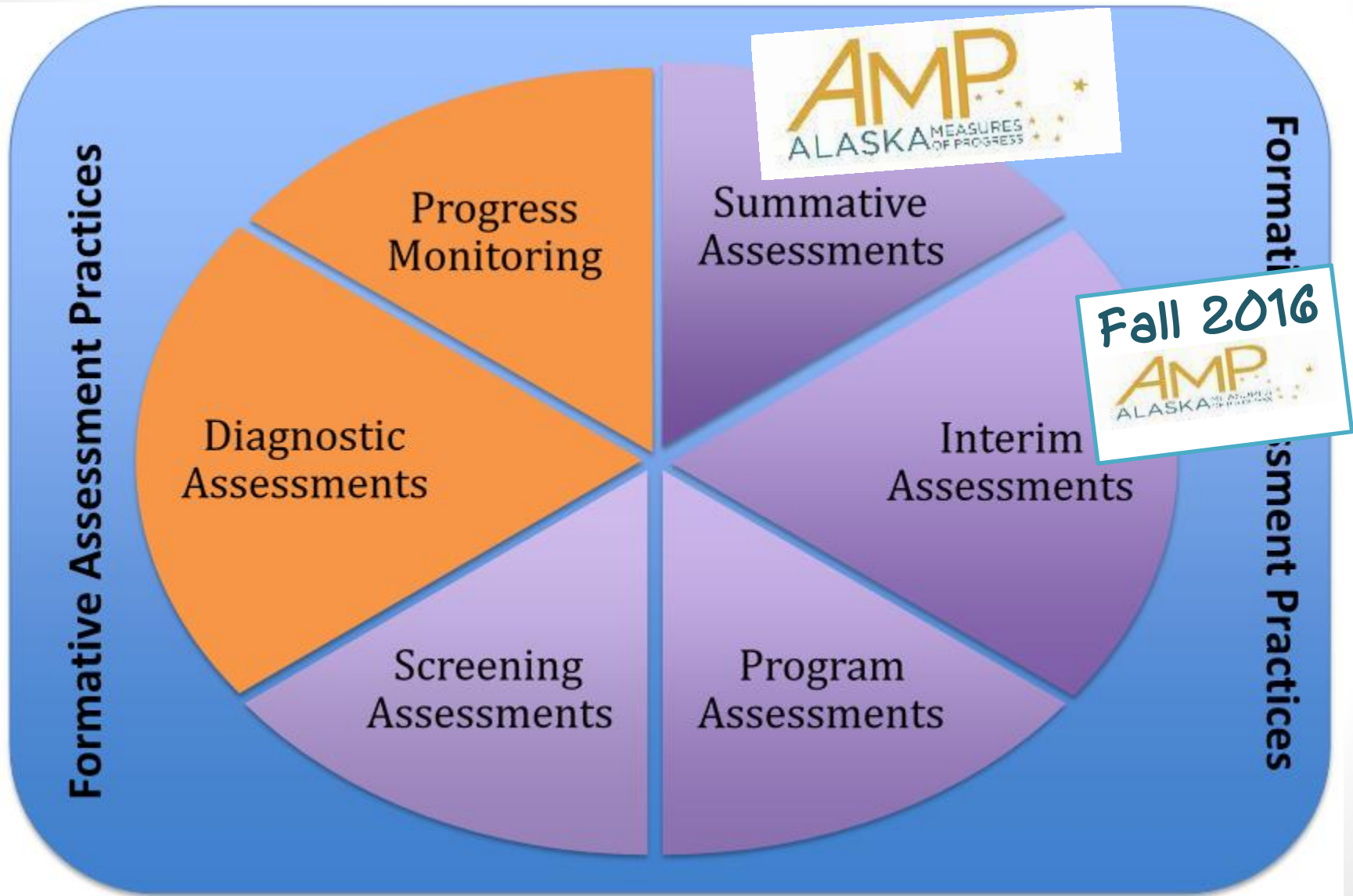
15 Questions

15 Questions

15 Questions

[16]

Balanced Assessment Systems to Support Learning & Teaching



Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes. Essential components:

- Learning Progressions
- Learning Goals & Criteria for Success
- Evidence of Learning
- Descriptive Feedback
- Self- & Peer-Assessment
- Collaboration

AMP Testlets

AMP
ALASKA MEASURES
OF PROGRESS

Test All Students



Read DTCM pages 12-15

Read DTCM pages 110-111

Requirement to test all students

- Standardized student assessments are required
 - State and federal laws
 - School and district accountability
 - Measuring student achievement
 - Not associated with student grades or promotions
- Students cannot be systematically excluded
- There is no provision for students or parents to be excused from testing.

pp. 110-111 of DTCM

Grade level & AMP

Students take the AMP assessment for the grade that they are in on the first day of testing (March 30, 2015)

- Grade level is determined locally
- “A school that does not assign students to grade levels shall assess students using the grade-level assessment that would apply if the school had standard grade levels based upon the number of years the student has been enrolled in school.”
[4 AAC 06.815(g)]

pp. 12-15 of DTCM

Eligibility & participation

- Students with a disability
 - AMP or DLM
 - IEP team makes determination based on criteria
 - **May not switch between assessments once window opens (DLM window opens March 16, 2015)**

pp. 12-15 of DTCM

English language learners

- Take AMP
- Accommodations in ELL plan should be provided
- Recent arrivals
 - ELL students who have attended any school in the United States for less than one calendar year prior to the date the assessment window opens
 - May exclude from participation/performance for ELA
 - May exclude from performance on Math

Special circumstances

- Chronically absent
- Correspondence
- Detained/incarcerated
- Dropout
- Dually enrolled
- Expelled
- Foreign exchange
- Gifted
- Online
- Part-time
- Private school
- Retained
- Illness/health issues
- Suspended students

pp. 13-15 of DTCM

Special circumstances

Unexpected, severe medical conditions: the only excused circumstance from testing.

- Must be approved by DTC
- DTC will consult with EED
- CAUTION: maintain privacy of student

Reasons Not Tested

Documented in Educator Portal:

Test Management menu, Test Coordination tab

Absent	Rare; absent for entire 5 week test window (or 2 week p/p window). Enrollment decision made locally.
Medical Waiver	Unexpected severe medical condition 4 AAC 06.820 Documentation locally. Maintain privacy.
Refusal by Parent	Students present in school and enrolled should be tested. Local policy governs how parent refusal is handled.
Refusal by Student	Students present in school and enrolled should be tested. Testing separately allowed if behavior is an issue.

pp. 65, 15 of DTCM

*Educator Portal Chapter 14



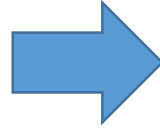


Which special circumstances apply to your school(s)?

What local procedures do you have in place to address these consistently?

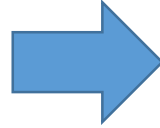
Student transfers during test window

Intra-district transfer,
enrolled on March 30,
2015



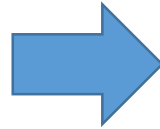
Complete section(s)
not taken at original
school

Inter-district transfer,
enrolled on March 30,
2015



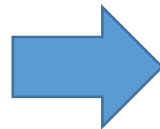
Complete section(s)
not taken at original
school

Enrolls after March 30,
2015



Assess as time permits

Student leaving your
district during test window



EXIT record in TEC file

AMP Student Supports: Universal Tools, Accessibility Tools, & Accommodations



Read DTCM pages 20-45

All District and Building Test Coordinators, Special education teachers, and test administrators who are administering the assessment to student with special accommodations are required to read the December 2014 Participation Guidelines.

<http://education.alaska.gov/akassessments/#c3gtabs-accom>

AMP Student Supports

Embedded
within KITE

Provided by Test
Administrator

- Universal Tools
- Accessibility Tools
- Accommodations



Students must have the opportunity to receive instruction in how to use the tools and the opportunity to practice using them.

Tools, Not Toys

1. Instructional Strategies => Universal Tools



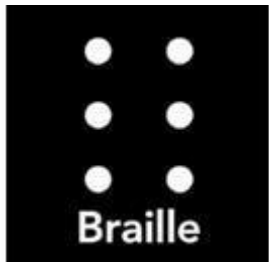
Available to ALL students

2. Intervention Strategies => Accessibility Tools



Available to students with a district-determined document need (students receiving instructional interventions.

3. Strategies to decrease the impact of learning differences => Accommodations



Invert Color



Available to students with an IEP, 504, Transitory, or ELP plan.

Universal Tools for ALL Students

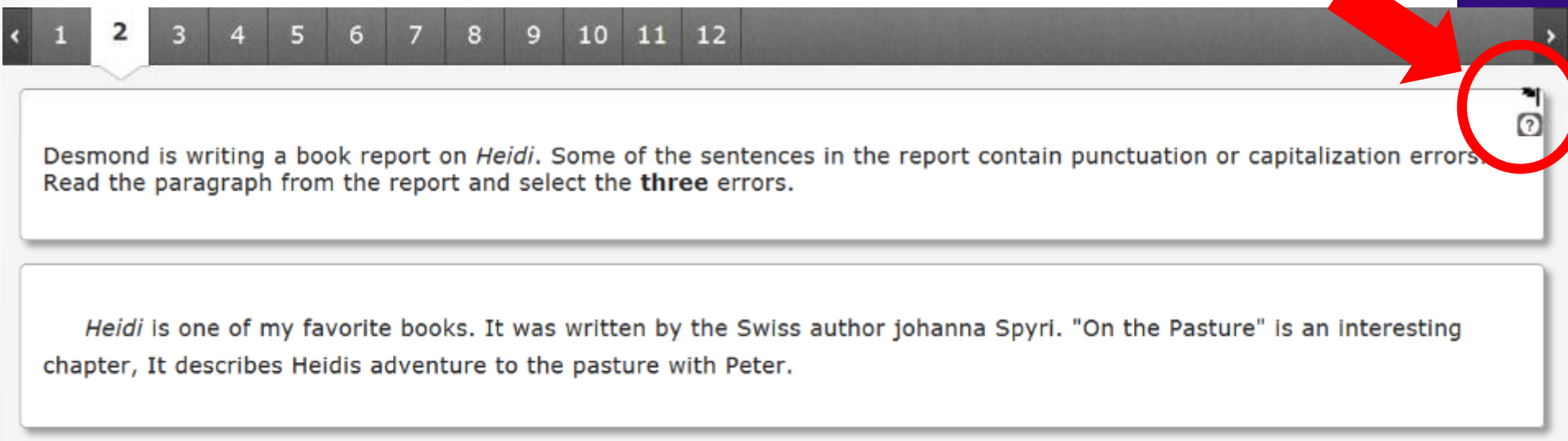
Non-embedded (provided by test administrator)

- Scratch Paper
- Graph paper
- Clarification of Technology Directions

Embedded Universal Tools

Text-to-Speech Technology Directions

Student select  to see and/or hear technology directions



The screenshot shows a digital assessment interface. At the top is a navigation bar with numbered tabs from 1 to 12. Tab 2 is selected. Below the navigation bar is a text box containing the following text: "Desmond is writing a book report on *Heidi*. Some of the sentences in the report contain punctuation or capitalization errors. Read the paragraph from the report and select the **three** errors." Below this text box is another text box containing a paragraph: "*Heidi* is one of my favorite books. It was written by the Swiss author johanna Spyri. "On the Pasture" is an interesting chapter, It describes Heidis adventure to the pasture with Peter." In the top right corner of the interface, there is a small icon of a document with a question mark. A red arrow points to this icon, and a red circle highlights it.

Desmond is writing a book report on *Heidi*. Some of the sentences in the report contain punctuation or capitalization errors. Read the paragraph from the report and select the **three** errors.

Heidi is one of my favorite books. It was written by the Swiss author johanna Spyri. "On the Pasture" is an interesting chapter, It describes Heidis adventure to the pasture with Peter.

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Student can read or listen to directions. Test administrator can read, paraphrase or explain technology directions.



The screenshot shows a digital interface for an AMP item. At the top, a navigation bar contains numbered tabs from 1 to 12. A red arrow points from the text above to the navigation bar. Below the tabs, a red rectangular box highlights a paragraph of instructional text. At the bottom, a red oval highlights a 'Play button' (a green triangle between two arrows), with a red arrow pointing from the text 'Play button' to it. To the right of the play button is a control bar with buttons for '<<Back', 'Clear', 'Next>>', and 'Review and End'.

For select text items without highlighting, select your answer choice, such as a word or punctuation mark, from the text.

On a computer, a red box appears when you hover over parts of the text that can be chosen. Click your answer choice. The red box remains around your answer.

On a tablet, tap the section of text you want to select. A red box appears around your highlighted answer. Tap below the item so that the red box remains and the highlighting is removed.

Desmond is writing a book report on *Heidi*. Some of the sentences in the report contain punctuation or capitalization errors. Read the paragraph from the report and select the **three** errors.










Play button


<<Back Clear Next>> Review and End

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Embedded Universal Tools-ELA






ELA Tool Bar

	
	Pointer
	Highlighter
	Eraser (erases highlights)
	Striker (crosses out answer choices on multiple choice items)
	Search (search word or phrase in ELA reading passage)
	Tags (attach tags to words or phrases of the ELA reading passage)
	Note (write on a sticky note)
	Guide (highlight a line of text and move the line down as you read)

 Tags

CLEAR ALL

Please select a tag:

-  Main Idea
-  Supporting Detail
-  Key Word
-  Evidence
-  Reread This
-  Is this Important?

Embedded Universal Tools- Math

Math Tool Bar



Pointer

Standard 4-function calculator, available for grades 6-10

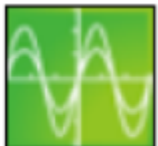
Highlighter

Eraser (erases highlights)

Note (write on a sticky note)



TI-30XS Scientific Calculator Icon for grades 6-8

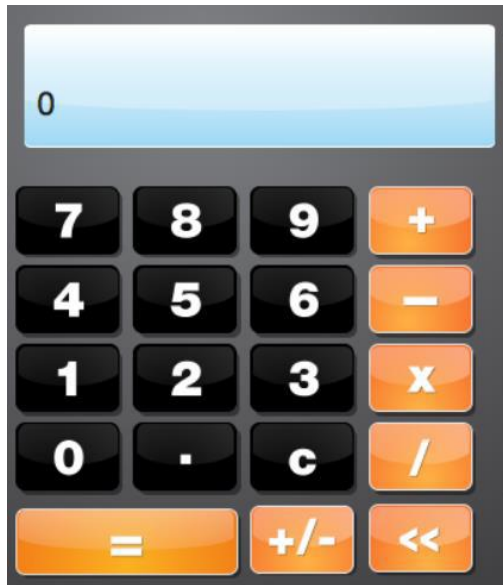


TI-84 Plus Graphing Calculator Icon for grades 9-10

AMP Calculators

Basic

Grades 6-10



Scientific

TI-30XS

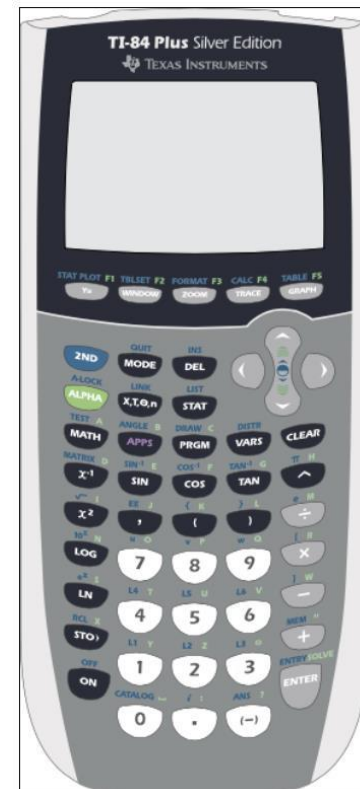
Grades 6-8



Graphing

TI-84

Grades 9-10





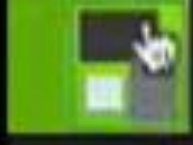

Intervention Strategies => Accessibility Tools



**Available to students with a
district-determined
documented need
(students receiving
instructional interventions).**

AMP Embedded Accessibility Tools

Embedded Computer-based Only

	Magnification <i>Not available 2015</i>	<i>Enlarges up to x2</i>
	Auditory Calming	Plays peaceful, relaxing music
	Masking Portion of the Test	Shows answer choices one at a time
	Text-to-Speech for math	Students can start, stop replay audio of text. Not for ELA items.

Masking

The screenshot shows a digital reading application interface. At the top, there is a navigation bar with a home icon, a back arrow, and page numbers 1 through 12, with page 10 currently selected. On the left side, there is a vertical toolbar with icons for a cursor, a magnifying glass, a highlighter, a text box, a star, a note, a guide, a music note, and a folder. The main content area displays a text passage titled "Slow, Sleepy Sloths" by Gillian Luévano. The text describes sloths as unusual creatures that live in the forests of Central and South America, mentioning their appearance and behavior. A large black rectangular redaction box covers a significant portion of the text, starting from the word "larger" and extending to the right. To the right of the text, there are several question prompts in a light gray box, including "Why do ground", "Which three-t", and "In the mean?". Each prompt is followed by a set of radio buttons for multiple-choice answers.

Read the text and answer the questions.

Slow, Sleepy Sloths

by Gillian Luévano

Sloths are unusual creatures that live in the forests of Central and South America, where they like to lounge in trees. Sloths look almost like monkeys but are related to armadillos and anteaters. Sloths are a little larger than cats and appear green. The green color is caused by a plant called algae that grows in their hair.

cr
sl
m
th

makes it difficult for them to walk on the ground. If sloths want to move across the ground, they have to crawl, using their arms to pull themselves along. Because sloths are so slow, they spend most of their time in trees. Once a week they come down from the trees to go to the bathroom. Sloths may not be able to walk, but they are excellent swimmers. Sometimes sloths that live next to rivers will jump in and swim to a

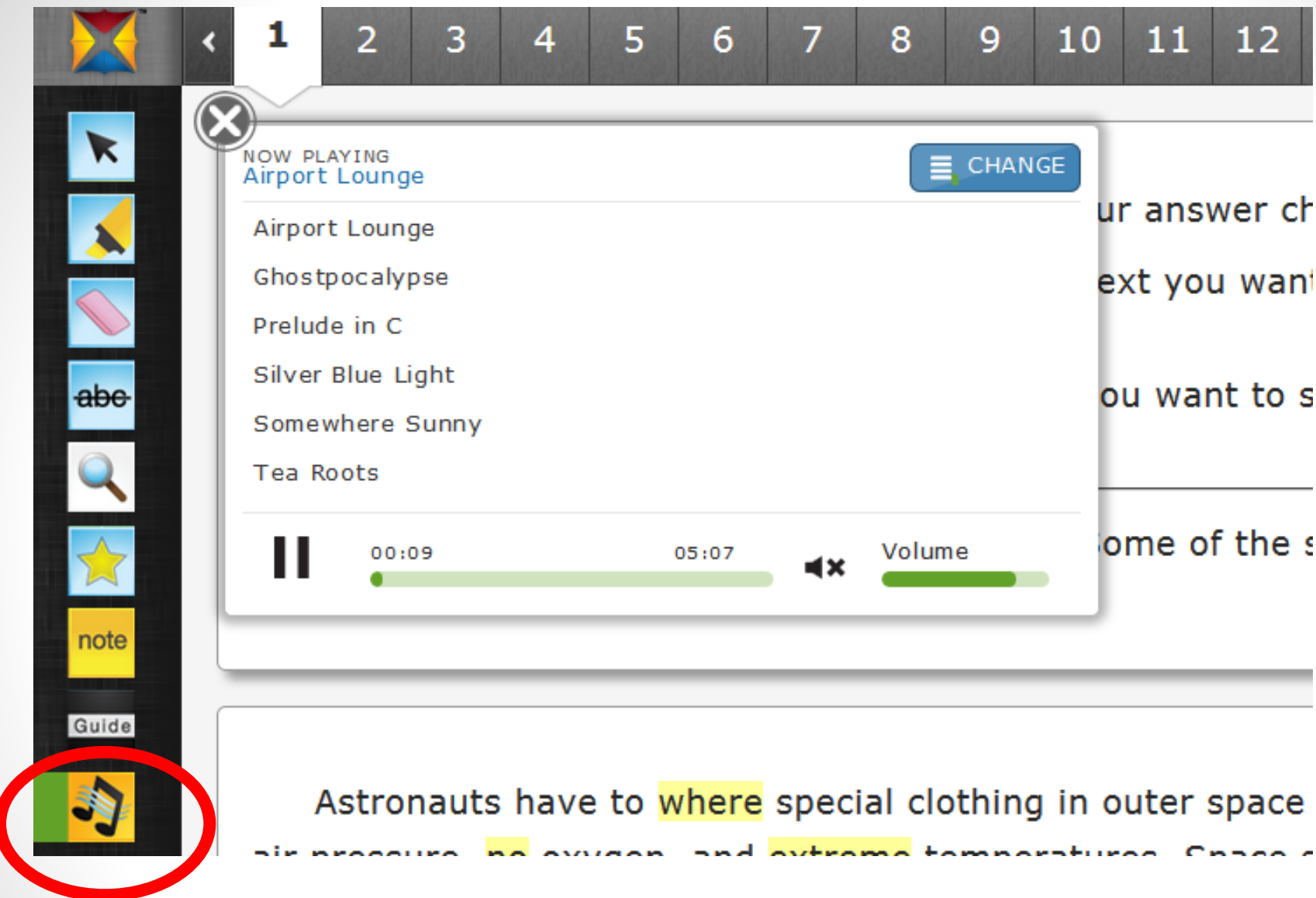
Why do ground

Which three-t

☐ t
☐ r
☐ t
☐ t
☐ r

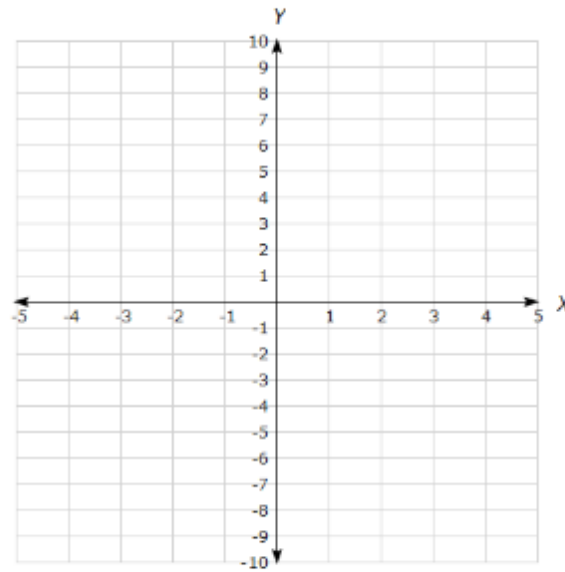
In the mean?

Why do text?



Math TTS will read the question, answer choices (when given) and will describe the graphics.

Graph the equation $y = -5x + 4$.



Students select start, stop, replay



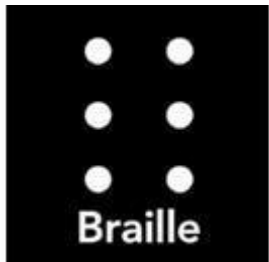
<Back

Clear

Next>

Review and End

Strategy to decrease the impact of a difference outside the student's control => Accommodation



Invert Color



Available to students with an IEP, 504, Transitory, or ELP plan.

The purpose of an accommodation is to decrease the effect of a learning difference.



Accommodations do not “help” if a student does not need them.

Accommodations do not change what is being measured by the test.



Instructional Accommodations may be different than **Testing Accommodations**

- Spell Check
- Math reference sheets
- Clarifying vocabulary words



Is the accommodation used regularly and with success in the regular classroom?

If it is not used in instruction, do **not** use it for testing. For most students, unfamiliar accommodations negatively impact performance on tests.

AMP Embedded Accommodation Tools

Must be documented in IEP, ELP plan, 504.

ACCOMMODATION	ACCOMMODATION DESCRIPTION
Text-to-Speech for English language arts items <ul style="list-style-type: none">• Embedded directions• Items (questions only, not passages)• Answer choices	Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. Does not read the passages associated with the items. Note: only available to students who <u>regularly</u> receive read aloud as part of a <u>successful</u> instructional strategy.
Braille edition provided by test contractor	The test engine is designed to interface with assistive technology such as Braille Writers.
One and two switch scanning	An assistive technology device used to respond to assessment items.
Overlay color	Changes the background color of the assessment. The default color is white; the color choices are blue, yellow, gray, red, or green.
Invert color choice	Changes the background color to black with white coloring.
Contrast color	Changes the background and text color to one of four preset choices.

**Common instructional supports not
allowed as accommodations for
the AMP assessments:**

Mathematics reference sheets

Calculators outside of those provided as a
Universal Tool for sections 1-3 for grades
6-10

Reading aloud the reading passages

Spell check

Text-to-Speech

MATH	ELA
CBA - Accessibility Tool	CBA -Accommodation
P/P – Accommodation Audio CD must be used unless documented reason	P/P – Accommodation Audio CD must be used unless documented reason
Questions, answer choices, graphics	Questions, answer choices Does not read passages

pp. 35-36 of DTCM

TTS is a locally-made decision, however the guidelines are:

- Students with TTS are more than one year below grade level in reading
- The TTS/read aloud accommodation is being systematically applied at least 50% of the time on classroom assignments and 100% of the time on classroom assessments contributing to classroom grades.

pp. 34 of DTCM

Embedded Tools must be activated by the Personal Needs Profile (PNP).

1. Write the student's plan.
2. Complete the PNP based on the plan.
 - *Embedded tools*
 - *Common outside supports*

Not all interventions or accommodations are part of the PNP.

Documentation of accommodations used is kept locally for use in revising IEPs.

pp. 42-45 of DTCM

How might you assist other educators in the appropriate use of the TTS (or audio CD) accommodation?

What do you notice about when/why educators ask for this accommodation?



A Scribe: person who writes down what a student dictates.

Transcribing: process of moving the student's assessment responses to another medium.

- Training
- Guidance
- Signature
- Supervision

pp. 37-40 of DTCM

Braille and Large Print Accommodation

- Advance order; April 3 deadline
- Required: TEC file & PNP

AMP Braille and LP Kits

1. Braille or LP test booklet
2. Standard test booklet
3. AMP TAD

Answers
must be
transcribed
into the test
booklet in
the kit.

pp. 34 - 35 of DTCM

[60]

Student IEP Revisions for the 2015 Administration

Best practice is to amend or revise IEPs.

Existing accommodations that may “translate”

- “Use of highlighter;” “Able to write in test booklet”
(may translate to striker tool or sticky note)

Communications about accommodations not allowed on AMP :

- “Use of math reference sheet;” “Use of calculator”

Consider revisions no longer necessary:

- Small group or 1:1 testing necessary for “read aloud” because text-to-speech is delivered via the test engine with headphones.

Knowing what you do about your students,
how might these changes in student
supports change their experience when
taking the test?

How might it change their experience during
instruction?

**What are some actions you can take to
support teachers to make this happen?**



Changing the PNP after the window opens

1. Follow local policy for *who* edits the PNP.
2. Changes to TTS requires waiting until the next day and printing a new ticket.
3. Changes to any other tools requires student to log out and log back in.

If...	then...	next...	finally...
Student has answered 5 or more items	Student completes the section	Change the PNP, Student takes next section	Document the irregularity
Student has answered less than 5 items	Student logs out of section	Change the PNP, Student re-starts the same section	Document the irregularity
Student has completed section(s) with incorrect PNP settings	Student may not retake these sections		Document the irregularity



District & School Personnel Roles for the Administration of AMP



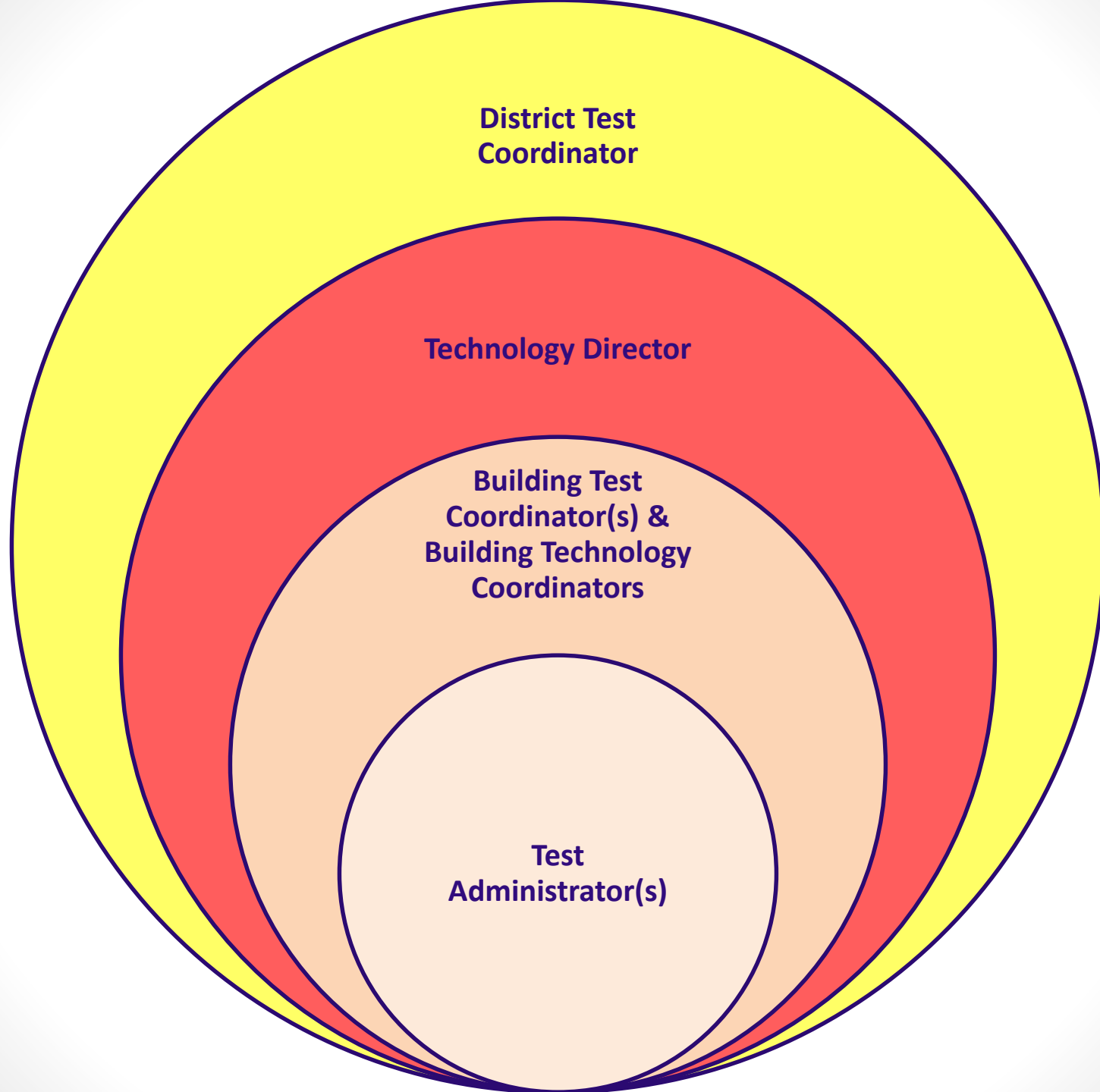
Read DTCM pages 50-51

District Test Coordinators are responsible, by state regulation, for the positive and secure administration of all mandated assessments.

All matters of standardized assessment administration, assessment security, and staff training are the primary responsibility of the District Test Coordinator.

District Technology Directors are essential partners in the administration of computer-based assessments.

Collaborative planning and decision making will ensure the best experience for students.



Scheduling



Read DTCM pages 46-49

Students may take ELA or Math first.

Students must take the sections within a content assessment in order.

Students may alternate between content assessments (e.g., one math section in the morning, one ELA section in the afternoon)

All students in the district, school, or grade do not have to be on the same schedule.

Students in different grade levels may test in the same room.

Students completing different content assessments or sections may test in the same room.

It is best to schedule breaks between sections.

Students may take a break in the middle of a section if necessary; there is not a pause feature. Cover the screen of the device.

Students must finish a section in one sitting.

Best practice: do not begin a section with less than an hour to complete it.



The test is not timed.

After 28 minutes of inactivity a countdown clock will appear on the screen.

At 30 minutes of inactivity the assessment will close.



When a student logs in the embedded clock begins.

If a students' assessment is interrupted and the student must log back in, the student can use the same ticket if it is within 90 minutes of the start time.

If a student selects “review and end” the assessment is complete and the 90 minute rule does not apply.

The assessment will not “time out” on a student.

What are circumstances that might occur when the “90 minute” clock will be helpful?

Remember: the test is not timed.



The AMP Assessment Window & Instruction

The AMP assessment has scheduling flexibility and allows for multiple short sessions for students. Instructional activities do not need to stop completely during the AMP window. For example, if a class is testing one hour per day, the rest of the day should be focused on instruction.

Teachers should refrain from activities that focus solely on prepping students for testing.

Teachers should create “just in case” lesson plans for instances when the testing session is unexpectedly canceled.

Standardize Administration
Ensure all students have a positive &
secure testing experience



Read DTCM pages 52-66

Talk with students about the AMP assessment.

- This test is just one way to know more about your learning and our school.
- It is important but it doesn't change your grade and you can't fail. It gives us good information about what you need to learn next.
- Some questions might be easy and some might be hard; use your strategies to make a good guess when you aren't sure.



Talk with students about the AMP assessment, continued...

- It's okay to ask for help if you aren't sure what you are supposed to do. I can't help you choose the answer but I can show you how to use the computer.
- Just like I can't help you with the answers, there are others things you can't use like your phone or the posters we have in our classroom. We want to see what you know well without that help.
- Our testing schedule will be...
- What questions do you have?



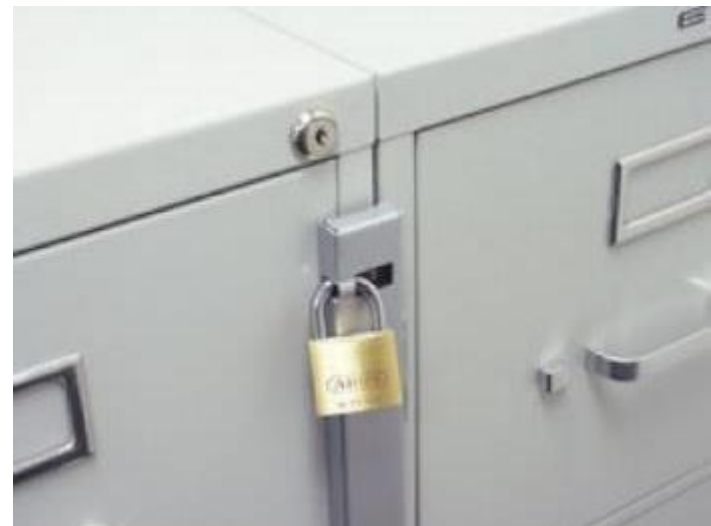
Prepare All Staff

- Speak with **all** staff about creating a positive and secure testing environment for students.
- Provide test administrators with the Test Administration Directions to read prior to training and to have during testing.
- Train test administrators.
- All staff involved in testing must sign a Test Security Agreement and be trained.
- Provide schedules to all staff.

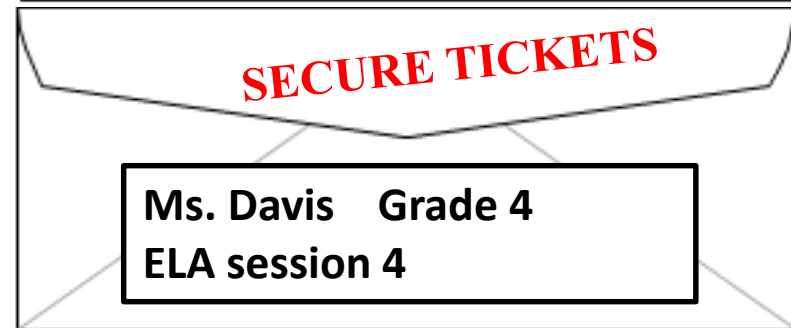
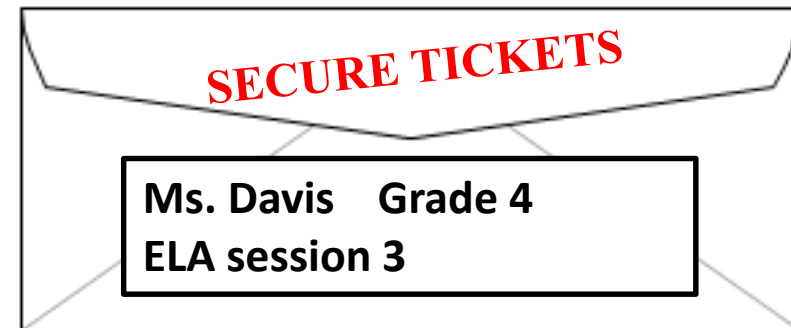
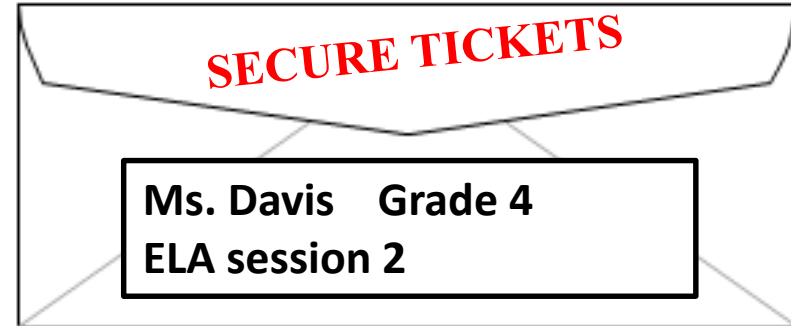
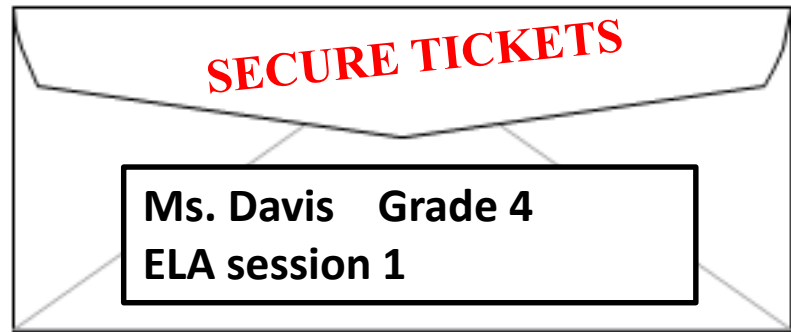
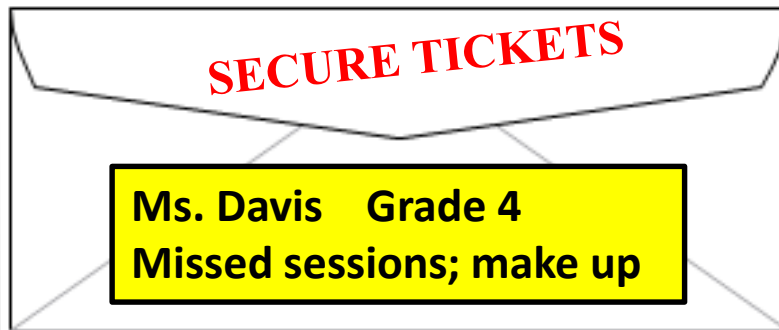
Before Testing: Prepare Environment & Materials

Tickets

- Print using district procedure.
- Available 1 week prior to assessment window (wait for official notification from AAI).
- Tickets must be kept secure before assessments.
 - Keep tickets in a locked space when not in use.



- Organize tickets for ease of use by test administrators.



Printing & Preparing Tickets – District Procedure

Insert directions for your building test coordinators here

Before Testing: Prepare Environment & Materials

Testing Rooms

- Covering/remove materials that could give an unfair advantage (see pg. 55)
- Post signs indicating testing areas
- Post testing schedules



Post signs and speak to students and staff regarding phones and other non-testing devices in the testing rooms.



**ONLY AMP
TESTING
DEVICES
ALLOWED**

**This requirement applies equally to
all students and adults.**

Before Testing: Prepare Environment & Materials

Computer-based AMP

Prepare Technology Devices & Support

- Devices in working order
- Headphones available for students
- Power sources
- Troubleshooting guides for Test Administrators
- Systems for dealing with technology issues in least disruptive way possible
- LCS set up and SECURE

Devices

Screens that are too small and other non-allowed devices will result in an invalidation.

Small screens disadvantage a student.

Not all tools work on non-allowed devices.



Before Testing: Prepare Environment & Materials

Paper-based AMP

- Receive and inventory materials
- Labels
 - Identical for ELA & Math
 - Do not put labels on LP booklets or books to be transcribed
- Store booklets securely

Before Testing: Prepare Environment & Materials

Gather materials needed for assessment sessions:

- Pencils
- Scratch paper
- Graph paper
- Specialized materials for students receiving accommodations (bilingual dictionaries, handheld calculators, furniture, etc.)

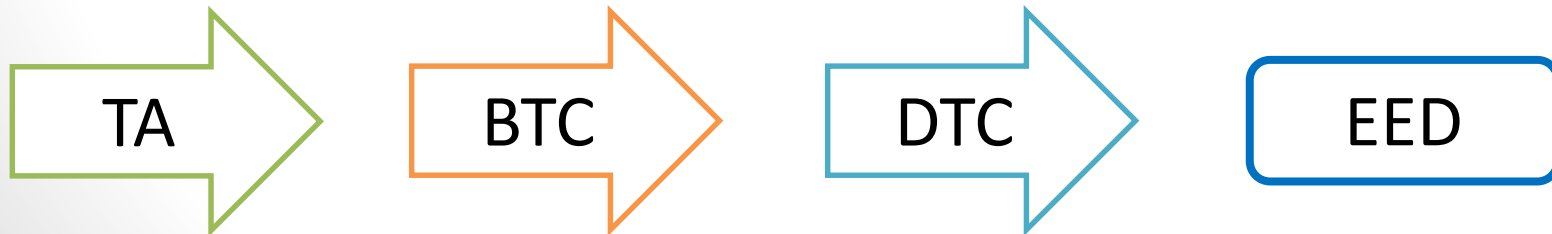
During Testing:

- 1. Maintain a Positive & Secure Testing Environment**
- 2. Standardize Assessment Administration**

Building Test Coordinators (BTC) must be available to Test Administrators (TAs) to provide assistance and answer questions.

As possible, BTCs should monitor all testing rooms.

Communication path during assessments:



During Testing:

- 1. Maintain a Positive & Secure Testing Environment**
- 2. Standardize Assessment Administration**

Establish a system at site for tracking student assessment completion and scheduling make up sessions.

NOTE:

- Students must take content assessment sections in order (e.g., ELA section 1 and 2 must be completed before a student completes section 3).
- Students in the same testing room may work on different content assessments or sections.

During Testing

Test Administrators (TAs) must use the Test Administration Directions (TAD).

TAs must actively monitor students during testing.

- Scanning the room visually and walking through the room is necessary.
- Activities such as grading papers, reading, or using a computer are not allowed.

During Testing

TAs may provide assistance with technology directions.

TAs may not read items on the assessments *unless* they are providing assistance to a student with technology directions or as part of providing an accommodation.

Teachers who are actively monitoring will likely “read” items as they scan students’ screens. This is unavoidable and not a cause for concern. However, teachers are expected to maintain professional integrity and not use assessment item information in an unethical manner.

During Testing

When a student answers the last question in a section or selects “review and end” they will see the screen below.

Students should raise their hand at this point. The teacher should prompt the student to answer all questions (those without checkmarks).

Review: Math Technology Practice Test

Are you done?

Red boxes ☐ mean you are not done. Ask your teacher for help.

Green checks ☒ mean you are done. You can choose end.

Your Progress

1	2	3	4	5	6	7	8
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9	10	11	12	13	14	15	16
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	18	19					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

☒ Answered ☐ Not answered
☒ Answered and Marked for Review
☐ Not Answered and Marked for Review

During Testing

- Students may only have one ticket at a time; when the student finishes a session the test administrator hands them the next ticket.
- Collect tickets when...
 - Student finishes a section
 - Student takes a break

Students cannot use a ticket to access a test after “review and end” has been selected.



Reactivation of an Assessment

Assessment sessions that are interrupted for reasons outside the control of the students and test administrators may be reactivated.

All items completed prior to the interruption are saved.

Only District Test Coordinators may authorize a reactivation. EED recommends that DTCs call to confirm the necessity of a reactivation.

Unnecessary reactivations will result in an invalidation and an investigation by EED and the Professional Teaching Practices Commission.

Reactivations – single students

- Severe illness
- Severe behavior
- Rare & unusual circumstances

**DTC
Reactivations**

Reactivations – groups

- Technology fail
- Power outage
- Rare & unusual circumstances

**AAI
Support
Available**

Irregularity

“Unusual circumstance that impacts student(s) taking the assessment and may potentially affect performance, security, or test validity.”

- Fire alarm, behavior outburst, power outage, interruption...

Documentation necessary; kept locally
Example: DTCM, page 113

Test Security or Test Breach

All BTCs and TA must read and follow all test security regulations.

Regulations & Application to Computer-based Tests

- “Reproduce” includes photos, notes, screen shots
- “Securely store” includes tickets, LCS
- Only trained district employees in the testing room.
Tech help must sign TSAs.
- No electronic communication devices in the room
(Test Administrator’s phone must be on silent and put away).

pp. 68-69 of DTCM

Test Security regulations to clarify with all Test Administrators

- f(3) following all testing published procedures and manuals are regulation by reference
- (e) A teacher...who breaches security...is subject to investigation and adjudication by the Professional Teaching Practices Commission. (*emphasis added*)

Invalidations

Non-standardized administration, security breaches, and some irregularities result in an invalidation.

Invalid tests are not scored.

- No results for student, parents, teachers
- Counts against school's participation rate

Common Reasons for Invalidations pg. 73

Adult errors: incorrect accommodation, helping or coaching, unauthorized person in testing room, lack of monitoring, test environment not prepared

Student actions: cheating

Invalidations

Follow local procedures for *who* approves and submits invalidations.

Computer-based

- Document locally and enter a “C” in the TEC file

Paper based

- Document locally, enter “C” in the TEC file, and write “*do not score*” in black marker on front of booklet prior to returning

After Testing

Thank students for their hard work.

Thank test administrators for their attention to a positive and secure assessment experience for students.



After Testing

- Tickets must be securely destroyed following the assessment.
- Tickets contain student name, State Student ID, and password.

State ID: 1222222

Grouping 1:

Grouping 2:

Name: Johnson

Username: jn4

Password:

Test Group: 3ELA_TestKite

Test Group: 3rd Grade ELA B

Section: Section 1

Test Number: liter567

SECURE DESTROY

After Testing: paper-based tests

- Packing school DTCM pg. 98
- Packing district DTCM pg. 99
- Shipping
 - Pick up DTCM pg. 101

**Return booklets no later than MAY 8
(Date of May 1 in DTCM was changed).**

pp. 85 – 99 of DTCM

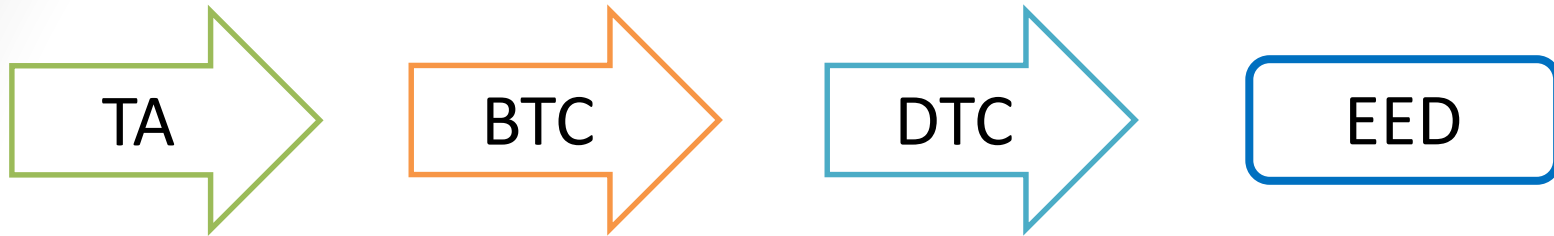
Plan for Worst Case Scenarios

What would YOU do if...

- | | |
|--|---|
| <ul style="list-style-type: none">• There was a fire alarm?• The LCS failed?• The power went out?• The water shut off?• The batteries all died?• Login didn't work• Students have Blizzard Screens?• The test isn't there?• Someone's phone rings? | <ul style="list-style-type: none">• You find out that items were tweeted or Instagram'd or texted by a student?• Embedded tools aren't working?• Someone is cheating?• A stranger walks in?• A device gets damaged?• There is an internet outage?• Someone vomits?• A student refuses to test? |
|--|---|



Communication is essential.



Document all events.

Create plans prior to testing so that all staff know what to do *just in case*.

Worst Case Scenario What Ifs

Fire alarm	Safety first. Lock the door. Document irregularity. Call help desk for reactivation support.
Power outage	Document irregularity. Return to instruction. Call help desk for reactivation support.
Water outage	Document irregularity.

LCS Fail

Students return to instruction (5-10 minute rule). Call help desk immediately. Reschedule testing. Notify EED.

Dead batteries

Students return to instruction. Reschedule testing. Make a plan to prevent.

Login didn't work	Check Test Ticket Extract. Call help desk.
Students have Blizzard Screens	Restart device. Contact local tech. 5-10 minute rule– return to instruction. Reschedule.
The test isn't there?	Call help desk.
Someone's phone rings	Find the phone. Take it. Document irregularity.
Stranger walks in	Ask them to leave. Document irregularity.

Student cheating	Remove from testing room. End test session. Confiscate evidence. Begin incident procedures.
Items broadcast on social media	Begin incident procedures. Find out if you can get it removed. Call EED immediately.
Tools not working	Call help desk and local tech. restart?

Device not working	End test. 90 minute grace period. Give student another device. Document irregularity.
Internet outage	Return to instruction. 90 minute grace period OR call help desk for reactivation.
Vomit	Supervised break. Document irregularity. Reactivate sick student's test.

Paper Test Booklets Cache

EED has the capacity to send paper booklets to sites that have irreparable technology failures.



AMP Help Desk

Toll free: 1-855-277-9752

amp_support@ku.edu

elizabeth.davis@alaska.gov
465-8431

brian.laurent@alaska.gov
465-8418

kari.quinto@alaska.gov
465-8436

leyla.goudie@alaska.gov
465-8433

[119]